English 1301. Exposition: Reading, Writing, and Critical Thinking

Instructor: Sylvester Frazier, Jr.
Course Information: 1301-007 (10-10:50) MWF 1301-009 (11:00-11:50) MWF; Trimble Hall 102
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Course Description. English 1301 is an integrated course in critical thinking, reading, and writing. Because these three processes are mutually dependent, we will spend our time in the course reading and analyzing texts, as well as writing them. The type of formal writing we will do in this class is generally known as expository writing, which is a combination of informative and argumentative writing. In this type of writing, you will show both your understanding of texts we have read and your own thoughts about the issues they discuss.

Required Texts.
Reader: Jacobus, A World of Ideas: Essential Readings for College Writers, 8th edition
One Book: Canedy, Dana. A Journal for Jordan

Grades. Grades in FYC are A, B, C, F, and Z. The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time, but simply fail to write well enough to earn a passing grade. This judgment is made by the instructor and not necessarily based upon a number average. The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade. The F grade, which does negatively affect GPA, goes to failing students who do not attend class regularly, do not participate actively, or do not complete assigned work.

The student must receive a grade of C or better on the In-Class Essay in order to pass the course. If a student makes a Z on the last major essay project, earlier assignments that received Zs will be averaged as Zs even if they have received higher grades as a result of re-writing. This policy ensures that, by the end of the course, students are capable of writing passing work without the benefit of teacher feedback and re-writes.

All four essay projects must be completed to pass the course. If you fail to complete an essay project, you will fail the course, regardless of your average. All essay projects must be turned in with a two-pocket folder containing all drafts, peer review sheets, and writing slips for that project. Keep all papers until you receive your final grade from the university. You cannot challenge a grade without evidence.

Grade Weighting. Your final grade for this course will be calculated in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Essay Project One</td>
<td>100</td>
</tr>
<tr>
<td>Essay Project Two</td>
<td>150</td>
</tr>
<tr>
<td>Essay Project Three (in-Class)</td>
<td>150</td>
</tr>
<tr>
<td>Essay Project Four (Final)</td>
<td>250</td>
</tr>
<tr>
<td>Daily Response Journal</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (10@10)</td>
<td>100</td>
</tr>
<tr>
<td>Summary/Responses (8@10) (Jordan quiz 20points)</td>
<td>100</td>
</tr>
<tr>
<td>Groupwork</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
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</tbody>
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Daily Critique Journal. Each class period opens with a one-page journal assignment. The instructor will put a topic either from popular culture or the assigned reading. Students are encouraged to submit topics for consideration. The journal will be taken up twice in the semester; however I reserve the right to check the journal periodically during the semester.
Quizzes. Expect brief quizzes on the assigned readings almost weekly. The quizzes will not be announced and cover any reading assignment due the period of the quiz. Quizzes will be taken in class unless advised differently ahead of time. Questions will be short answer. Homework assignments may count as quiz grades.

Summary/Responses. These are one page responses to all or part of an assigned reading. The goal this assignment is for the student to show an understanding of what has occurred in the reading, but also to provide an opinion and analysis of the text in relation to other texts in the course or society.

Group Work. Much of the discussion and in class work will be completed in small groups. Participation in these groups is vital to the exchange of ideas and aids greatly in the understanding of the texts presented. The majority group work will have some task to complete and roles for each member to complete as a part of the assignment.

Major Assignments. These are very general descriptions of these assignments. You will be given a detailed assignment sheet for each in advance of the due date.

Discourse Community Memoir (due 2/18): For this essay, you will make an argument explaining how you became part of a discourse community.

Synthesis Essay (due 3/11): For this essay, you will select a topic after reading texts on several of the following issues: war and peace; intersections of race, social class, and gender; ideals of masculine and feminine beauty; grief and trauma; and issues in autobiography/memoir. After learning a great deal about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.

In-Class Essay Exam (due 4/18): The in-class essay will test your ability to write an essay in a timed environment.

OneBook Essay (due 5/6): In your final essay, you will use the concepts you discussed in your synthesis essay to analyze representations of your issue in A Journal for Jordan and at least one other text. You will present your argument to the class.

Late Work. Homework is due at the beginning of class. There is no make-up for missed in-class assignments, quizzes or group work. Daily journal writing is completed in the early period. Students who are tardy will not be given the prompt for that day or allowed to turn the journal writing later in the period.

Attendance Policy. The student is allowed four (4) “don’t ask, don’t tell” absences during the semester. The student will have his final grade lowered 5% for each absence starting with number five. While I consider regular tardiness inconsiderate and irresponsible, the student is allowed to be late as often as he or she wishes. Remember any journal writing, in-class work or quizzes are missed, truly missed, and can not be made up. Also, any student who is more than thirty (30) minutes tardy will be marked absent whether that student stays for the remainder or class or not.

Late Assignments. On the major essay assignments, a student can turn the essay late without question asked, but will receive a 5 percent penalty per CALENDER DAY late. In other words, if the essay is turned in 3 days late then a 15% (3 x 5) penalty. The student can only earn 85% of the possible points on the assignment. An essay is considered late once the due class period has ended. If the student believes that he or she should not receive the penalty, I must be consulted directly. The student is responsible for any requested proof of emergency or illness.

Rewrite Policy. A student not satisfied with his or her grade on either Essay projects One or Two may rewrite the essay for additional credit on the assignment. Rewriting an essay does not guarantee a higher grade. The rewrite is due one week after the essay is returned with NO EXCEPTIONS. Rewrites are NOT allowed on the In-class Essay or the Final Essay.
Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

The Writing Center

The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Spring 2011, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online at uta.mywconline.com, by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

Library Research Help for Students in the First-Year English Program. UT Arlington Library offers many ways for students to receive help with writing assignments:

Paper's Due Drop Inn. The Paper's Due Drop Inn is a drop-in service available during the Fall and Spring semesters. On Monday through Thursday, from 4pm – 6pm, in room B20 (located in the basement of Central Library), librarians will be available to assist students with research and/or citation. On most days, there will also be a tutor available from the Writing Center who can help with any problems students may have with organizing or writing papers.

Course-Specific Guides. All First-Year English courses have access to research guides that assist students with required research. To access the guides go to http://libguides.uta.edu. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help.

Virtual Office Hours. Librarians who specialize in first-year students will be available online two evenings each week to assist students with research and citation. The ENGL 1301 and ENGL 1302 research guides include a chat box that makes it possible to IM a librarian without logging in to your own account. This page will also indicate the exact days/times the service is available. During Virtual Office Hours, students can IM the librarian at utavoh.

Learning Outcomes:

Reading Outcomes
- Determine the meaning of words and phrases in context
- Understand the main idea and supporting details of what they read
- Identify the writer's purpose, point of view, and intended meaning
- Analyze the relationship among ideas in written material
- Use critical reasoning skills to evaluate what they are reading
- Apply study skills to reading assignments

Writing Outcomes
- Write an adequately formed essay that attempts to communicate a message to a specific audience
- Have a clear focus and purpose in what they write
- Develop supporting details for main points in writing
• Write an essay that adequately organizes and sequences material within the essay and within paragraphs
• Write acceptable English sentences, although they may contain minor errors in sentence structure, usage, and word choice
• Observe standard mechanical conventions such as spelling and punctuation

ENGL 1301
By the end of ENGL 1301, students should be able to:

Rhetorical Knowledge
• Use knowledge of the rhetorical situation—audience, purpose, genre—to analyze and construct texts
• Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
• Use conventions of structure, tone, diction, and syntax appropriate to the rhetorical situation

Critical Reading, Thinking, and Writing
• Use writing, reading, and discussion for learning, communicating, and examining assumptions
• Summarize, respond to, and analyze texts
• Employ critical reading strategies to identify author’s position, main ideas, genre conventions, and rhetorical strategies
• Produce texts with a focus, thesis, and controlling idea, and identify these elements in others’ texts
• Provide appropriate support for claims
• Find, evaluate, and synthesize appropriate sources to inform and situate their own claims

Processes
• Practice flexible strategies for generating, revising, and editing texts
• Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
• Use the collaborative and social aspects of writing processes to critique their own and others’ works

Conventions
• Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
• Summarize, paraphrase, and quote from sources using appropriate documentation style
• Control such surface features as syntax, grammar, punctuation, and spelling
• Employ technologies to format texts according to appropriate stylistic conventions

Academic Dishonesty and Plagiarism. It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22) You can get in trouble for plagiarism—even if you do not intend to cheat—by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor.

Electronic Communication Policy: The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind
students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. **Students are responsible for checking their MavMail regularly.** Information about activating and using MavMail is available at [http://www.uta.edu/oit/email/](http://www.uta.edu/oit/email/). There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Classroom behavior.** Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to **Student Conduct and Discipline**, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Student Success Programs:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admissions and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Americans With Disabilities Act.** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Syllabus and Schedule Changes.** I have tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing.

**Course Schedule.** Assignments are due on the day they are listed. All class periods start with a one page Journal Writing Activity from a student given prompt. Readings are from *A World of Ideas* unless stated differently.

**Week 1**
- Jan 19: Introduction
- Jan 21: Writing a Summary Response, Daily Journal Explained
| Week 2  | Jan 24 | Assign Essay 1  
Grammar Review  
Read for Class: 3-37 (Writer’s Reference) |
|---------|--------|-------------------------------------------------------------|
|         | Jan 26 | Summary-Response (any Government selection)  
Read for Class: Lao-tzu 24-33 |
|         | Jan 28 | Quiz – Grammar  
MLA review  
Workshop Essay 1  
Read for Class: Machiavelli 39-52 |
| Week 3  | Jan 31 | Read for class: Rousseau 58-74, Jefferson 80-83 |
|         | Feb 2  | Read for class: Becker 105-118 |
|         | Feb 4  | Read for Class: Cicero 147-153  
Quiz 2 (Government section) |
| Week 4  | Feb 7  | Summary-Response (any Justice selection)  
Read for class: Douglass 159-170 |
|         | Feb 9  | Read for class: Stanton 204-208, 177-197 |
|         | Feb 11 | Read for Class: King 213-229  
Quiz 3 (Justice Section) |
| Week 5  | Feb 14 | Summary-response (any The Individual selection) due  
Read for class: Emerson 259-267 |
|         | Feb 16 | Due 1st draft Essay 2 for peer review  
Read: Fromm 328-337 |
|         | Feb 18 | Final Copy Essay 1 due  
Read for class: Benedict 304-321 |
| Week 6  | Feb 21 | Quiz 4 (The Individual)  
Read for class: du Bois 291-297 |
|         | Feb 23 | Read for Class: Smith 351-356, Marx 362-373, |
|         | Feb 25 | Summary-Response (any Wealth and Poverty selection) due  
Read for Class: Carnegie 391-402 |
| Week 7  | Feb 28 | Read for Class: Galbraith 408-415  
Quiz 5 Wealth and Poverty |
|         | March 2| Peer Review: Essay 2  
Read for Class: Reich 422-435 |
|         | March 4| Summary-Response (any Mind selection) due  
Read for Class: Plato 449-457 |
Week 8  
March 7  Read for Class: Gardner 507-521  
March 9  Quiz 6 (The Mind)  
Read for class: Freud 478-500  
March 11  Due: Final Copy Essay 2  
Read for Class: Pinker 528-549  

Spring Break March 14-18  

Week 9  
March 21  Summary-Response (any Nature selection)  
Read for Class: Bacon 582-593  
March 23  Read for Class: Darwin 600-611  
March 25  Read for Class: Carson 618-632, Kaku 654-663  

Week 10  
March 28  Quiz 7 (Nature selection)  
Read for Class: Fukuyama 671-681  
March 30  Read for Class: Nietzsche 717-726, Murdoch 733-741  
April 1  Summary-Response (any Ethics and Morality selection)  
Read for Class: Aristotle 694-709  

Week 11  
April 4  Read for Class: Singer and Mason 770-787  
April 6  Quiz 8 (Ethics and Morality)  
Read for Class: Leopold 748-764  
April 8  Read for Class: Wollstonecraft 802-812, Mill 819-833  

Week 12  
April 11  Summary-Response (any Gender and Culture selection)  
Read for Class: Woolf 840-852, Mead 858-870  
April 13  Read for Class: Levi-Strauss 876-885  
April 15  Read for Class: Greer 893-900  
Quiz 9 (Gender and Culture)  

Week 13  
April 18  In-Class Essay  
April 20  MLA review  
Assign Final Essay  
April 22  Read for Class: Jordan (Parts 1-4)  

Week 14  
April 25  Read for Class: Jordan (Parts 5-8)  
April 27  Read for Class: Jordan (parts 8-12)  
April 29  Read for Class: Jordan (parts 13-epilouge)  
Due 1st copy Final Paper for peer review
Week 15
May 2   A Journal for Jordan Quiz
                            Read for Class: 77-85 (handbook)
May 4   Basic Logic and Logical Fallacies Quiz (20 points)
                            Class Evaluation
May 6   Final Copy Final Essay Due

Week 16
May 9   Pick up Final Sec 007 (8:00- 10:30)
May 11  Pick up Final Sec 009 (11- 1:30)
May 13